



# Virtual Enterprise International

<b>Primary Career Clusters:</b>	Business and Marketing
<b>Course Contact:</b>	<a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>
<b>Course Code(s):</b>	C12H23
<b>Prerequisite(s):</b>	<i>Business Management</i> (5889) or <i>Marketing and Management I: Principles</i> (5931)
<b>Credit:</b>	1-2*
<b>Grade Level:</b>	11-12
<b>Focus Elective Graduation Requirements:</b>	Completion of one credit of <i>Virtual Enterprise International</i> satisfies the Economics requirement for graduation. This course satisfies one of three credits required for an elective focus when taken in conjunction with other Marketing or Business courses.
<b>POS Concentrator:</b>	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
<b>Programs of Study and Sequence:</b>	This is a capstone course option in both the <i>Entrepreneurship</i> and <i>Business Management</i> programs of study.
<b>Aligned Student Organization(s):</b>	DECA: <a href="http://www.decatn.org">http://www.decatn.org</a> FBLA: <a href="http://www.fblatn.org/">http://www.fblatn.org/</a>
<b>Promoted Tennessee Student Industry Credentials:</b>	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit <a href="https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html</a> .
<b>Teacher Endorsement(s):</b>	030, 035, 037, 039, 041, 052, 055, 056, 152, 153, 158, 201, 202, 203, 204, 311, 430, 434, 435, 436, 471, 472, 475, 476, 952, 953, 958
<b>Required Teacher Certifications/Training:</b>	This course is trademarked by the New York City Department of Education and has an associated fee as well as requisite training. <a href="https://www.tn.gov/education/career-and-technical-education/careerclusters/cte-cluster-business-management-administration.html">https://www.tn.gov/education/career-and-technical-education/careerclusters/cte-cluster-business-management-administration.html</a> .
<b>Teacher Resources:</b>	Best for All Central: <a href="https://bestforall.tnedu.gov/">https://bestforall.tnedu.gov/</a>

## Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

### Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration
- Participate in FBLA competitive events such as Business Communication, Business Etiquette, Business Plan, Client Service, Elevator Speech, Future Business Leader, Impromptu Speaking, Spreadsheet Applications, and Word Processing

For more ideas and information, visit Tennessee DECA at <https://www.decatn.org/>, Tennessee FCCLA at <https://www.tennesseefccla.org/>, and Tennessee SkillsUSA at [skillsusatn.org](https://www.skillsusatn.org).

### Using Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1** | On-the-job training in a business environment for students to develop knowledge and skills in human relations, safety, communication, and leadership.
- **Standard 2** | Integrated project with multiple interactions with business and industry professionals for students to design and implement business and marketing plans for a business or WBL partner.
- **Standards 3-4** | Student-run enterprise with partner involvement for students to practice setting up and maintaining an accounting system to record business transactions for the enterprise.

- **Standard 5** | Virtual exchanges with business and industry professionals for students to develop expertise in business communication, including presentations, publications, and sales materials.
- **Standard 6** | On-the-job training in the business and industry for students to learn how to prepare financial documents and analyze financial data.
- **Standard 7** | Integrated project with multiple interactions with business professionals for students to learn the various legal and ethical issues that can arise in a business environment.
- **Standard 8** | Compensated internship with a local business or WBL partner for students to apply knowledge in a real professional environment.

## Course Description

Virtual Enterprises International (VE) is a simulated business environment. The VE students will be involved in actual on-the-job work experiences, including accounting, personnel administration, management, and marketing. The only difference between the VE and an actual business is that no material goods are produced or legal tender exchanged. However, services will be provided. Working teams, students will develop and enhance oral and written communication skills through initiative, responsibility, and creativity.

The VE experience will weave together several academic disciplines and occupational subjects, thereby overcoming fragmentation of subjects. The course will link learning to application and real life experiences. The goal is to create a learning environment that, through a series of activities, integrates school and workplace to enhance learning. Laboratory facilities and experiences simulate those found in business and industry. Virtual Enterprise International 1 credit substitutes for Economics credit. *(This course requires a computerized workstation for each student with use of Internet, word processing, web design and electronic publishing software.)*

\*Learning expectations to be completed for 2 credits are identified with an asterisk.

\*\*A paid, credit-generating work-based learning component is recommended for students for up to two (2) additional credits.

\*\*\*These credits can be offered in either VEI or VEII during the senior year. This standard is identified by three asterisks.

## Course Standards

### **Standard 1.0**

**The student will develop and apply concepts related to human relations, safety, career development, communications, and leadership skills for a global workplace.**

#### **The student will:**

- 1.1 Demonstrate sensitivity to personal, societal, corporate, and governmental responsibility to community and global issues.
- 1.2 Demonstrate the interpersonal, teamwork, and leadership skills needed to function in diverse business settings, including the global marketplace.
- 1.3 Communicate effectively as writers, listeners, and speakers in diverse social and business settings.

- 1.4 Apply the critical-thinking and soft skills needed to function in students' multiple roles as citizens, consumers, workers, managers, business owners, and directors of their own futures.
- 1.5 Analyze and follow policies for managing legal and ethical issues in organizations and in a technology-based society.
- 1.6 Investigate the life-long learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- 1.7 Assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to career exploration and apply knowledge gained from individual assessment to research and develop an individual career plan.
- 1.8 Examine the goals and principles of DECA.
- 1.9 Investigate online and office safety procedures and pass a written safety examination with 100% accuracy.
- 1.10 Demonstrate parliamentary procedure through office staff/chapter organizational meetings.
- 1.11 Apply appropriate typography concepts to industry documents.

### **Sample Performance Task**

- Design and produce a team project on legal and ethical issues that includes issues and penalties for plagiarism, copied text that does not require permission, and copied data that requires permission and the process used in obtaining permission. Obtain formal permission for use of quotations, art form, design, music, and photographs. Develop and present a total team project utilizing various technology components and appropriate typography concepts.

### **Standard 2.0**

**The student will demonstrate an understanding of business, marketing, and international economics concepts.**

#### **The student will:**

- \*2.1 Define and analyze a business plan and understand the economic roles and responsibilities of citizens at the national, state, and local levels.
- \*2.2 Define and analyze a marketing plan and understand the policies and processes used in making decisions about the use of land and other physical resources in communities, regions, nations, and the world. VR 3102.1.2, CLE 3103.1.2, CLE 3108.1.2, CLE 3102.1.4, CLE 3103.1.4, CLE 3108.1.4
- \*2.3 Define and analyze an employee manual and understand the elements of personal and fiscal responsibility and how socioeconomic status contributes to the development of self-worth.
- \*2.4 Define and analyze an annual report. CLE 3102.1.7, CLE 3103.1.7, CLE 3108.1.7, CLE 3102.2.1, CLE 3102.3.1, CLE 3102.3.5, CLE 3102.5.1
- 2.5 Understand how values and beliefs influence economic decisions in different societies and affect business transactions with other VE firms.
- \*2.6 Research and develop slide presentations to defend business a plan and introduce a company.

### **Sample Performance Task**

- Develop departments and company workflow diagrams.

### **Standard 3.0**

**The student will select, apply, and troubleshoot technology used in processing business transactions.**

#### **The student will:**

- 3.1 Analyze the values and standards necessary to function effectively in a technologically expanding global economy.
- 3.2 Analyze the use of software applications commonly used in international business. CLE 3102.3.6, CLE 3102.4.2
- 3.3 Analyze the use of fax, copy, and cash register machines in business.
- 3.4 Research how to generate sales and purchase items through the Internet.

### **Sample Performance Task**

- Set up an accounting system and begin recording business transactions.

### **Standard 4.0**

**The student will identify, organize, plan, and allocate resources for the virtual business.**

#### **The student will:**

- 4.1 Evaluate the concepts and impact of the American financial structure, system including banking and monetary policy, and develop budgets. CLE 3102.3.9,
- 4.2 Evaluate data relevant to the field of economics and the different major economic systems.
- 4.3a Given an understanding of the respective economic systems, interact with other businesses in the international network. CLE 3102.5.2, CLE 3102.4.2
- 4.3b Compute virtual salaries for employees. CLE 3103.2.3
- 4.4 Research and produce inventory records and control. CLE 3108.2.3, CLE 3102.2.1

### **Sample Performance Task**

- Prepare employee payroll and pay employees.

### **Standard 5.0**

**The student will read, write, listen, and speak for information, understanding, expression, and critical analysis and evaluation.**

#### **The student will:**

- \*5.1 Talk with teachers, peers, corporate mentors, and business publications.
- 5.2 Research filing, personnel records, employee manuals, and clerical responsibilities.
- 5.3 Analyze and discuss activity logs, meeting minutes, presentations, sales, financial reports, and group agendas.
- 5.4 Create and discuss logo, web site, and sales materials.
- 5.5 Critique business plan presentations.
- \*5.6 Discuss company policy.
- 5.7 Discuss the roles of investors and consumers.

- 5.8 Discuss and analyze sales presentations to prospective customers.

**Sample Performance Task**

- Create and or update product brochures and catalogs.

**Standard 6.0**

**The student will use mathematical analysis, scientific inquiry, and engineering design to pose questions, seek answers, and develop solutions.**

**The student will:**

- 6.1 Use math skills to keep track of personnel finances, financial records and inventory of company.
- 6.2 Create financial documents and analyze financial data of VE firm.
- \*6.3 Create a financial foundation for a VE company and understand that scarcity of productive resources requires choices that generate opportunity costs. CLE 3102.3.1
- \*6.4 Discuss and analyze a budget for a VE business and understand the elements of personal and fiscal responsibility. CLE 3102.3.6, CLE 3102.4.2
- 6.5a Project future sales based on past data.
- 6.5 Pay virtual expenses and employee salaries.
- 6.6 Convert dollars to foreign currency.
- 6.7 Compute shipping charges, sales and payroll taxes, and corporate and personal income taxes.

**Sample Performance Task**

- Prepare Withholding Tax Form 941 and submit payment to VEC Tax Account.

**Standard 7.0**

**The student will research and apply knowledge of ethical and legal issues within the industry**

**The student will:**

- 7.1 Demonstrate work ethics that include integrity, honesty, loyalty, and perseverance that meet industry standards.
- 7.2 Research benefits and consequences resulting from the practice of business ethics.
- 7.3 Assess copyright laws and their applications to text, visual art, design, music, and photography.
- 7.4 Research legal responsibilities associated with the use of the Internet as required by federal and state government agencies.

**Sample Performance Task**

- Design and produce an interactive multimedia project on legal and ethical issues that include issues and penalties for plagiarism, copied data with permission, and the process used in obtaining permission. Determine circumstances requiring permission and obtain formal permission, where needed, for use of a quotations, art form, design, music, and photographs. Develop and present a total team interactive multimedia project utilizing various technology components.

**\*\*Standard 8.0**

**The student will demonstrate Virtual Enterprise International strategies in a work-based learning experience.**

**The student will:**

- 8.1 Apply principles of Virtual Enterprise to a work-based situation.
- 8.2 Integrate time management principles in organizing a personal schedule that includes school, work, social, and other activities.
- 8.3 Evaluate and apply principles of ethics as they relate to the work-based experience.
- 8.4 Employ the principles of safety to the work-based experience.

**Sample Performance Task**

- Develop a schedule that includes school, homework, work, social, and other activities.